International Career Development Trends

Career development has taken on global significance as individuals prepare for work that increasingly crosses borders. Internationally, individuals and the career practitioners helping them are grappling with such issues as development of cultural competencies for cross-cultural work (Arthur 2000). The issues vary in different sociopolitical contexts (Santos et al. 2001). As Eastern Europe and China, for example, move to more Western-style economies, new ways of school-to-work transition are being sought (European Training Foundation 2000; Hu 1997; Mansuy et al. 2001). Cross-cultural applicability of career development theories, models, and instruments is a focus of research (Lee 2001; Leong and Serafica 2001; Lerman 2001; “Special Issue” 1998; Tracey et al. 1997). Women’s successful career development also varies across nations (Charles et al. 2001; Linehan and Walsh 2001; Mavin 2000; Zabludovsky 2001), although the impact of family on women’s careers remains a universal theme.

International collaborations have resulted in a career development facilitators’ curriculum (Carlson et al. 2000); transnational career theory (Sampson et al. 2000); and a website for the professional development of career development specialists (Turcotte and Hiebert 1999). Across nations, common concerns include the ethical, equity, and quality issues of career development on the Internet; the need for current, accessible labor market information; and stronger links between education and employment and between the career development field and policymakers (Hiebert and Bezanson 2000; Lerman 2001).


Key demographic and market trends have influenced the cross-cultural nature of work, requiring a repertoire of cultural competencies for managing career development.


Describes how career development programs became the focus of an international partnership between the United States and Canada. Traces the history of each country’s efforts, beginning in the 1970s, which led to this significant international collaboration.


Labor force participation of Swiss women was more strongly influenced by family configuration. The association between educational credentials and occupational sex typing was more persistent in Switzerland. Results show how cultural, institutional, and governmental factors constrain women’s career choices.


The different situations confronting young labor market entrants in Denmark, Italy, France, and the United Kingdom are described in terms of qualifications, experience, access to jobs, and occupational mobility.


In Central and Eastern Europe, shifts from the old paternalistic economy to a market economy have been abrupt and devastating, and career guidance must be made available to help people learn to plan and guide their own careers and lives.


Contains papers addressing preparation for the world of work, the impact of information and communication technologies, and connections between career development and public policy. Includes papers from Argentina, Australia, Canada, China, Denmark, Finland, France, Germany, Ireland, Netherlands, New Zealand, Spain, and the United Kingdom.

Hu, X. ed. “Special Issue: Career Counseling around the Pacific Rim.” Career Planning and Adult Development Journal 13, no. 2. (Summer 1997).

Includes articles on Japan, China, Hong Kong, Taiwan, and Australia, and a cross-cultural study of Canada, New Zealand, Singapore, and the United States.


Includes “Comparing International HRD Practices and Experiences with Cross-Cultural Theories and Research” and “Information and Feedback Seeking in U.S. and British Human Resources Development and Training Settings.”


Discusses how “new work” accommodates global trends; suggests that workplaces choose to succeed or fail in the new environment.


Constructs of career maturity were similar across both cultures. Level of maturity was culture related: U.S. students had greater confidence; Koreans were more prepared.


A strong consensus that close institutional links between industries and schools are critical to improving career outcomes appeared to be emerging in most OECD countries. Most countries were moving to strengthen work-based education.

International career moves of female expatriate managers have largely been developed along a linear male model of career progression, which, taken together with gender disparity both in organizations and family responsibilities, frequently prevented women from reaching senior managerial positions.


Women's career development proceeds differently from that of men and few career models incorporate women's varying life experiences. As long as women step off the career track to meet family responsibilities, they will be at a competitive disadvantage in career advancement.


Field tests of the First Nations Career-Life Planning Model determined its viability, practicality, and cultural appropriateness. First Nations youth, family, and community members provided feedback on the model.


Discusses the history and current status of career counseling and counselor training in Finland including career counselor training, changes in the system, and changes in theory and practice.


Describes an effort to apply a theoretical perspective developed in one country (United States) to cope with the increasing demand for career services and limited funding in another country (United Kingdom). Discusses implications for transnational adaptations of career theory across countries.


Analyzes the implications of sociopolitical context for career services delivery. Proposes a research agenda founded in political anthropology that may enhance future career services delivery.


Includes country papers from Australia, Canada, China, Denmark, Finland, Germany, Greece, Hungary, Ireland, Israel, Netherlands, New Zealand, Poland, Spain, Sweden, United Kingdom, and United States; and synthesis papers on policy models, quality outcomes, costs/benefits, role, and training of career development professionals.

“Special Issue on International Perspectives in Vocational Psychology.” *Journal of Vocational Behavior* 52, no. 3 (June 1998). Articles describe career development practices in South Africa, Japan, Portugal, Singapore, Australia, Canada, Hong Kong, and India.


Provides a policy update on the school-to-work transition in a wide range of countries. Fourteen chapters give a comprehensive overview of the main issues in policy formulation and a consideration of how policies have been considered and implemented in those countries.


Examines one aspect of the construct validity of vocational interest across Japanese and American cultures. Findings support the general structural similarity of interests in Japanese and American cultures.


A Canadian website for career counselors is organized around four areas: helping oneself, helping clients, helping each other, and helping for the future. It was developed through a partnership between the International Association for Educational and Vocational Guidance and Human Resources Development Canada (http://www.crrccanada.org/resources.cfm?lang=en).


Includes 21 papers describing current research, proposals, and projects of interest to the international career development community.


Discusses six stages in the evolution of career guidance in China from 1917 to the present and in Hong Kong from 1958 to the present.


Until recently, very few Mexican private companies had specific policies to support and advance women executives. A few companies are beginning to recognize their responsibility and develop diversity programs focused on increasing the numbers of women in management.

Websites

International Association for Educational and Vocational Guidance: http://www.iaevg.org/

International Association of Career Management Professionals: http://www.iacmp.org/

International Career Development Conference: http://www.careercccc.com/

International Career Development Library: http://icdl.uncg.edu/

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